

AHCCCS Physical Activity Assessment Tool Questions

SCREEN TIME

Television

1. On an average day, how many hours do you watch TV per day?

Less than one hour
1 hour each day
2 hours each day
3 hours each day
4 hours each day
5 or more hours each day

2. How many hours of television does your child (or “do you”) watch on the typical school day (week day)?

None
Less than one hour
1 hour each day
2 hours each day
3 hours each day
4 hours each day
5 or more hours each day
Don’t know/not sure

3. How many hours of television does your child (or “do you”) usually watch on the typical weekend day?

None
Less than one hour
1 hour each day
2 hours each day
3 hours each day
4 hours each day
5 or more hours each day
Don’t know/not sure

Television, Video, and Video Game Viewing

4. On an **average weekday (Monday-Friday) during the current school** year, about how many hours do you sit and watch television or videos, or play video games?

Less than one hour on an average school day

1 hour each day

2 hours each day

3 hours each day

4 hours each day

5 or more hours each day

5. On an **average weekend day (Saturday-Sunday) during the current school year**, about how many hours do you sit and watch television or videos, or play video games?

Less than one hour on an average school day

1 hour each day

2 hours each day

3 hours each day

4 hours each day

5 or more hours each day

6. On an **average weekend day (Saturday-Sunday) during the past summer** about how many hours do you sit and watch television or videos, or play video games?

Less than one hour on an average school day

1 hour each day

2 hours each day

3 hours each day

4 hours each day

5 or more hours each day

7. On an **average weekday (Monday-Friday) during the past summer**, about how many hours do you sit and watch television or videos, or play video games?

Less than one hour on an average school day

1 hour each day

2 hours each day

3 hours each day

4 hours each day

5 or more hours each day

Computer specific

8. On an average day, how many hours do you use the computer? Remember to count time spent on the Internet and playing games on the computer and any time you spend doing schoolwork on your home computer.

Less than one hour on an average day
1 hour each day
2 hours each day
3 hours each day
4 hours each day
5 or more hours each day

PHYSICAL ACTIVITY

GENERAL

9. Compared to others of the same age/sex is your child (or “are you”)

A lot more physically active than most
A little more physical active than most
Average – same as most
A little less physically active than most
A lot less physically active than most
Don’t know/not sure

10. On how many of the past 7 days did your child (or “did you”) exercise or participate in physical activity for at least 20 minutes that made you/your child sweat or breathe hard?

No day
1-2 days
3-4 days
5-6 days
7 days
Don’t know/not sure

AHCCCS Physical Activity Assessment
QUESTIONS
Taken from Bright Futures

BRIGHT FUTURES – INFANCY

Do you have any concerns about Julia's development?
How often do you play with her?
Do both you and your spouse play with Alexander?
What are some physical activities you do with him?
How often during the day is Julia in an open environment, such as on the living room floor?
How do you carry her?
Is Alexander distressed when you gently bounce him or swing him around?
Is he interested in his environment? What are his favorite toys? Do toys motivate him to move?
Is Julia interested in objects, toys, and people around her?
What are some of her achievements?
Are you comfortable with Alexander's increasing independence? Do you encourage him to be independent?
Are you pleased he can stand by himself? Are you worried that he might hurt himself?
When Alexander is awake, how much time does he spend in an infant safety seat or swing, on the floor, on your lap, or in someone's arms?
How does Julia's development compare to that of your other children when they were this age?

BRIGHT FUTURES – EARLY CHILDHOOD

Do you have any concerns about Benita's development?
How often do you play with her?
What are some physical activities you do with Ethan?
How often does he get a chance to run?
How often does Benita play with a ball?
How does her development compare to that of your other children when they were her age?
How much television do you allow Ethan to watch each day?
Is your neighborhood safe enough for him to play outside?
Do you participate in physical activity? If so, which ones?
Did you participate in physical activity when you were a child?

MIDDLE CHILDHOOD

Considering a 7-Day period (a week), how many times on the average do you do the following kinds of exercise for **more than 15 minutes** during your **free time**? (Middle School slides)

Times per Week

Strenuous Exercise (Heart Beats Rapidly)

(Activities that cause you to breathe hard and where you move quickly for 15 minutes or more) (i.e. running, jogging, hockey, football, soccer, squash, basketball, cross country skiing, judo, roller skating, vigorous swimming, vigorous long distance bicycling)

Times per Week

Moderate Exercise (Not exhausting)

(i.e. fast walking, baseball, tennis, easy bicycling, volleyball, badminton, easy swimming, alpine skiing, popular and folk dancing)

Times per Week

Mild Exercise (Minimal Effort)

(i.e. yoga, archery, fishing from riverbank, bowling, horseshoes, golf, snow-mobiling, easy walking)

Times per Week

For the Child

Do you think physical activity is important? Why (or why not)?

Do you think you are getting enough physical activity? Why (or why not)?

Which physical activities do you participate in? How often? For how long each time?

Do you participate in physical activities at school? If so, which ones? How often?

Do you participate in physical activities in your neighborhood? If so, which ones? How often?

Do you participate in any physical activities with your parents (for example, walking, biking, hiking, skating, swimming, or running)?

Are there any physical activities you enjoy but don't participate in? If so, which ones? Why?

Are there any physical activities you don't enjoy? If so, which ones? Why?

Do you feel that you are good at physical activities? If so, which ones? If not, why?

Do you think you are in good shape? Can you keep up with your friends and other children your age?

Do you always have something available to drink during and after physical activity?

Do you use appropriate safety equipment when you participate in physical activity? For example, do you use a helmet when you go skateboarding, skating, or biking?

Have you been injured while participating in physical activity?

How much time each day do you spend watching television and videotapes or playing computer games?

For the Parent

Is Thomas currently going through a growth spurt?

Do you have any concerns about his development?

Do you have questions or concerns about Susan's participation in physical activity?

Does she participate in regular physical activity (for example, most, if not all, days of the week)?

Does Thomas participate in physical education at school? If so, how often?

What does he do after school? Does he participate in physical activity?
 Are there any physical activities that Susan enjoys but does not participate in? If so, which ones? Why?
 Are there any physical activities that she doesn't enjoy? If so, which ones? Why?
 During the past 6 months, has Thomas been involved in physical activity programs? If so, which ones?
 During the past 6 months, has he trained for any physical activities? If so, which ones?
 Do you feel that Susan is too active? If so, why?
 Do you feel that she is not active enough? If so, why?
 Are there any physical activity programs in Thomas's school? In the community? If so, do you think he would participate if encouraged?
 How can you help him become more active? What barriers would make this difficult?
 Do you and Susan participate in physical activities together? If so, which ones? How often?
 How much time each day do you allow her to watch television and videotapes or play computer games?
 Do you know where to take Thomas in a medical emergency?
 Is your neighborhood safe enough for him to play outside?

ADOLESCENTS

Considering a 7-Day period (a week), how many times on the average do you do the following kinds of exercise for **more than 15 minutes** during your **free time**? (Middle School slides)

Times per Week

Strenuous Exercise (Heart Beats Rapidly)

(Activities that cause you to breathe hard and where you move quickly for 15 minutes or more) (i.e. running, jogging, hockey, football, soccer, squash, basketball, cross country skiing, judo, roller skating, vigorous swimming, vigorous long distance bicycling)

Times per Week

Moderate Exercise (Not exhausting)

(i.e. fast walking, baseball, tennis, easy bicycling, volleyball, badminton, easy swimming, alpine skiing, popular and folk dancing)

Times per Week

Mild Exercise (Minimal Effort)

(i.e. yoga, archery, fishing from riverbend, bowling, horseshoes, golf, snow-mobiling, easy walking)

Times per Week

BRIGHT FUTURES

For the Adolescent

Do you think physical activity is important? Why (or why not)?
 Do you think you are getting enough physical activity? Why (or why not)?
 Which physical activities do you participate in? How often? For how long each time?

Do you participate in physical activities at school? If so, which ones? How often?
Do you participate in physical activities in your neighborhood? If so, which ones? How often?
Do you participate in any physical activities with your parents (for example, walking, biking, hiking, skating, swimming, or running)?
Are there any physical activities you enjoy but don't do? If so, which ones? Why?
Are there any physical activities you don't enjoy? If so, which ones? Why?
Do you feel that you are good at physical activities? If so, which ones? If not, why?
Do you think you are in good shape? Can you keep up with your friends and other adolescents your age?
Do you always have something available to drink during and after physical activity?
Do you use appropriate safety equipment when you participate in physical activity? For example, do you use a helmet when you go skateboarding, skating, or biking?
Have you been injured while participating in physical activity?
How much time each day do you spend watching television and videotapes or playing computer games?

For the Parent

Do you have questions or concerns about John's participation in physical activity?
Does he participate in regular physical activity (for example, most, if not all, days of the week)?
Does Rebecca participate in physical education at school? If so, how often?
What does she do after school? Does she participate in physical activity?
Are there any physical activities John enjoys but does not do? If so, which ones? Why?
Are there any physical activities he doesn't enjoy? If so, which ones? Why?
During the past 6 months, has Rebecca been involved in physical activity programs? If so, which ones?
During the past 6 months, has she trained for any physical activities? If so, which ones?
Do you feel that John is too active? If so, why?
Do you feel that he is not active enough? If so, why?
Are there any physical activity programs in Rebecca's school? In the community? If so, do you think she would participate if encouraged?
How can you help her become more active? What barriers would make this difficult?
Do you and John participate in physical activities together? If so, which ones? How often?
How much time each day do you allow him to watch television and videotapes or play computer games?
Do you know where to take Rebecca in a medical emergency?
Is your neighborhood safe enough for her to participate in physical activity outside?

AHCCCS Physical Activity Assessment
COUNSELING TOOLS
Taken from Bright Futures

INFANCY

Counseling

General

Encourage parents to attend classes to learn about promoting physical activity during infancy. Suggest that they participate in parent-infant play groups.

Infants need the opportunity to move. Encourage parents to provide objects and toys and to play games to encourage their infants to move and do things for themselves.

Gently turning, rolling, bouncing, and swaying infants are excellent ways to increase their muscle strength and to help them develop important connections between the brain and muscles.

Tell parents that rough-and-tumble activities are not appropriate for infants. Infants usually signal their distress (e.g., by crying) if the physical activity is too vigorous, overwhelming, or disconcerting. Parents should pay attention to these signals and stop the physical activity if needed.

Encourage parents to ask the child care provider how much time the infant spends moving around (i.e., not sitting in an infant safety seat or sleeping).

Physical Development

Infants need physical activity from the time they are born. Encourage parents to nurture their infants' motor skill development and to promote physical activity.

Infants need to develop head and trunk control. When infants are 3 months old, parents can encourage this control by (1) placing the infant on their laps, facing them; (2) holding the infant's hands and encouraging the infant to stand; and (3) pulling the infant up into a standing position. When the infant is pulled up, the infant should stand with the parent's support. If the infant can hold the upright posture, the parent can gently sway the infant side to side.

Safety

Infants need a safe environment for physical activity.

EARLY CHILDHOOD

Counseling

General

Children should be physically active every day or nearly every day, as part of play, games, physical education, planned physical activities, recreation, and sports, in the context of family, school, and community activities.

Encourage parents to promote daily physical activity (e.g., walking, running, riding a tricycle or bike, dancing, playing with a ball or at the playground, playing on equipment that requires balance, playing games such as "Simon Says").

Developmentally appropriate organized activities such as tumbling, gymnastics, and dancing are excellent for children if they are taught by qualified, experienced instructors. Encourage parents to wait until their children are 6 years old before beginning organized sports. In early childhood, children are too young to understand rules and strategies and to handle the emotional and social stress sometimes associated with organized sports.

Encourage parents to let children do things for themselves (e.g., letting them climb up into the child safety seat).

Explain to parents how to encourage their children to participate in physical activity. For example, parents can play with their children before watching television, then gradually extend playtime and decrease television time.

Encourage parents to participate in physical activity with their children and to be positive role models by participating in physical activity themselves.

Discuss with parents the importance of using child care providers who promote physical activity and have the space and equipment for it.

Physical Development

Children do not develop catching, throwing, and kicking skills by a specific age.

However, if children have not attempted any of these activities by age 4, they may have difficulties keeping up with their peers.

Tell parents that organized sports, which require visual acuity, control, and balance, are inappropriate for children less than 6 years old because they need time to develop their motor skills.

Injury Prevention

Emphasize that children should be supervised when they participate in physical activity.

Emphasize the importance of safety equipment (e.g., helmets, goggles) when children participate in physical activity. (See the Injury chapter.)

Emphasize the importance of reducing children's exposure to sunlight while playing outdoors and thus their risk of developing skin cancer. Recommend that parents practice preventive strategies such as (1) applying a broad-spectrum sunscreen with a sun protection factor (SPF) rating of 15 or greater to children's exposed skin 30 minutes before they go outdoors, (2) reapplying sunscreen every 2 hours, and (3) ensuring that children wear broad-spectrum child-sized sunglasses and brimmed hats and clothing that protect the skin as much as possible.

Safety

If the safety of the environment or neighborhood is a concern, help parents find other settings for physical activity (e.g., Boys and Girls Clubs of America, recreation centers, churches and other places of worship).

Remind parents that children can do many activities indoors with soft equipment that can be used in tight spaces (e.g., playing tag or hide-and-seek, tossing a ball, crawling through an obstacle course).

MIDDLE CHILDHOOD

Counseling

General

Children should be physically active every day or nearly every day, as part of play, games, physical education, planned physical activities, recreation, and sports, in the context of family, school, and community activities.

Physical activity is recommended on most, if not all, days of the week. Explain that children can achieve this level of activity through moderate physical activities (e.g., brisk walking for 30 minutes) or through shorter, more intense activities (e.g., skating or playing basketball for 15 to 20 minutes).

It is critical for children to understand the importance of physical activity. This may encourage them to stay active during adolescence, when their level of physical activity tends to decline.

Encourage children to find physical activities they enjoy and can continue into adulthood. Discuss with parents how children can incorporate physical activity into their daily lives (e.g., by using the stairs instead of taking the elevator or escalator; by walking or riding a bike instead of riding in a car).

Many elementary schools include physical education in their curricula. Schools that participate in the President's Council on Physical Fitness and Sports program usually conduct testing when children are in middle childhood. Encourage parents to take the results of their child's fitness test to the health professional to discuss positive results as well as suggestions for improvement.

Encourage parents to participate in physical activity with their children and to be positive role models by participating in physical activity themselves.

Physical Development

Discuss physical development with children and their parents, and tell them the approximate time they should expect accelerated growth. For girls, this may occur at ages 9 to 11, typically 1 to 2 years before the onset of menarche; for boys, this may not occur until about age 12 or older.

Help girls entering puberty to understand and accept the physical changes of puberty that may alter their appearance and physical activity performance.

Explain to older children that some of their peers may start puberty earlier than they do, reassuring them that their development is normal.

Explain the growth chart to children and their parents and discuss how the children compare to others their age. Emphasize that a healthy body weight is based on a genetically determined size and shape rather than on an ideal, socially defined weight.

Tell parents and their children that, before puberty, cardiorespiratory conditioning such as intensive endurance training (e.g., swimming thousands of yards) is of limited value for future performance.

Injury Prevention

Encourage parents to make sure that children drink plenty of fluids when they are physically active. Before puberty, children are at increased risk for heat-related illness

because their sweat glands are not fully developed and they cannot cool themselves as well as adolescents can. (See the Heat-Related Illness chapter.)

Emphasize the importance of using appropriate safety equipment (e.g., helmets, wrist guards, elbow and knee pads) when participating in physical activity.

(See the Injury chapter.)

Inform parents and their children that the risk of injury is higher during periods of rapid growth.

For children interested in weight or strength training, recommend doing several sets of multiple repetitions and using weights that provide low resistance. Emphasize the importance of appropriate safety equipment and supervision by a qualified adult.

Children should not participate in maximal weightlifting, powerlifting, or bodybuilding until their growth and physical maturation are complete.

Emphasize the importance of reducing children's exposure to sunlight while playing outdoors and thus their risk of developing skin cancer. Recommend that parents practice preventive strategies such as (1) applying a broad-spectrum sunscreen with a sun protection factor (SPF) rating of 15 or greater to children's exposed skin 30 minutes before they go outdoors, (2) reapplying sunscreen every 2 hours, and (3) ensuring that children wear broad-spectrum child-size sunglasses and brimmed hats and clothing that protect the skin as much as possible.

Safety

If the safety of the environment or neighborhood is a concern, help parents and children find other settings for physical activity (e.g., Boys and Girls Clubs of America, recreation centers, churches and other places of worship).

Remind parents that children can do many activities indoors with soft equipment that can be used in tight spaces (e.g., modified versions of bowling, basketball, darts, or golf).

Substance Use

Warn parents and children about the dangers of using alcohol, tobacco, and other drugs. Warn parents and children about the risks of using performance-enhancing products (e.g., protein supplements, anabolic steroids). (See the Ergogenic Aids chapter.)

Special Issues

Emphasize that achieving and maintaining a healthy weight is best accomplished through healthy eating behaviors and regular physical activity. (See the Nutrition chapter.)

Encourage children, especially those who are overweight, to limit sedentary behaviors (e.g., watching television and videotapes, playing computer games) to 1 to 2 hours a day.

Explain that weight loss should not occur during middle childhood, with the possible exception of the child whose BMI is between the 85th and 95th percentiles for age and sex and who has complications, or the child whose BMI is at or above the 95th percentile for age and sex. (See the Obesity chapter.)

Encourage parents of children with special health care needs to allow their children to participate in physical activity for cardiovascular fitness within the limits of their medical or physical conditions. Explain that adaptive physical education is often helpful and that a physical therapist can help identify appropriate activities for children with special health care needs. (See the Children and Adolescents with Special Health Care Needs chapter.)

ADOLESCENCE

Counseling

General

Adolescents should be physically active every day or nearly every day, as part of play, games, physical education, planned physical activities, recreation, and sports, in the context of family, school, and community activities.

Physical activity is recommended on most, if not all, days of the week. Explain that adolescents can achieve this level of activity through moderate physical activities (e.g., brisk walking for 30 minutes) or through shorter, more intense activities (e.g., jogging or playing basketball for 15 to 20 minutes).

Moderate to vigorous physical activities (e.g., jogging, playing basketball or racquet sports, dancing, skating, biking) are those that require as much effort as brisk walking. The goal for adolescents is to engage in these activities at least three times a week for at least 20 minutes each time.

Encourage adolescents to find physical activities they enjoy and can continue into adulthood.

Discuss how adolescents can incorporate physical activity into their daily lives (e.g., by using the stairs instead of taking the elevator or escalator; by walking or riding a bike instead of driving or riding in a car).

Encourage adolescents to participate in a variety of noncompetitive physical activities they enjoy (e.g., biking, in-line skating, jogging, swimming).

Many adolescents enjoy participating in organized physical activity programs with friends and peers. Adolescents need to choose activities they enjoy and that make them feel competent.

Encourage adolescents to take on new challenges that will increase their self-confidence (e.g., becoming physically active or learning a new sport). Teach them to set reasonable but challenging goals.

Encourage parents to participate in physical activity with their adolescents and to be positive role models by participating in physical activity themselves.

Injury Prevention

Encourage adolescents to drink plenty of fluids when they are physically active.

(See the [Heat-Related Illness](#) chapter.)

Emphasize the use of appropriate safety equipment (e.g., helmets, wrist guards, elbow and knee pads) when the adolescent participates in physical activity.

(See the [Injury](#) chapter.)

Discuss the importance of an appropriate pace when beginning a new activity. Encourage adolescents to avoid doing too much too soon.

Discuss the importance of using proper technique during weight or strength training, emphasizing sets of low resistance and high repetition.

Emphasize the importance of adolescents reducing their exposure to sunlight while participating in physical activity outdoors and thus their risk of developing skin cancer. Recommend preventive strategies such as (1) applying a broad-spectrum sunscreen with a sun protection factor (SPF) rating of 15 or greater to exposed skin 30 minutes before

going outdoors, (2) reapplying sunscreen every 2 hours, and (3) wearing broad-spectrum sunglasses and brimmed hats and clothing that protect the skin as much as possible. Determine whether adolescents who are involved in organized sports are being properly supervised. Make sure that adolescents enjoy participating in sports and are not being compelled to participate by an adult.

Safety

If the safety of the environment or neighborhood is a concern, help parents and adolescents find other settings for physical activity (e.g., Boys and Girls Clubs of America, recreation centers, churches and other places of worship). Remind adolescents that they can do many activities indoors (e.g., calisthenics, aerobics, dancing, weight or strength training).

Special Issues

Emphasize that achieving and maintaining a healthy weight is best accomplished through healthy eating behaviors and regular physical activity. (See the Nutrition chapter.)

Encourage adolescents, especially those who are overweight, to limit sedentary behaviors (e.g., watching television and videotapes, playing computer games) to 1 to 2 hours per day. (See the Obesity chapter.)

Encourage adolescents with special health care needs to participate in physical activity for cardiovascular fitness within the limits of their medical or physical conditions.

Explain that adaptive physical education is often helpful and that a physical therapist can help identify appropriate activities.

(See the Children and Adolescents with Special Health Care Needs chapter.)

Substance Use

Warn adolescents about the risk of using alcohol, tobacco, and other drugs.

Adolescents, particularly males, may be interested in using protein supplements or anabolic steroids to try to build muscle mass. Discourage the use of these products, and encourage healthy eating behaviors and participation in a supervised strength-training program. (See the Ergogenic Aids chapter.)